



Fundamental British Values Policy: Kensington Wade

Including Jigsaw PSHE programme content

Introduction

Kensington Wade is the only school in Western Europe to provide an immersive bilingual Mandarin and English education from nursery through prep school. Our unique educational model takes the very best from British and Chinese cultures and combines this with academic excellence and outstanding pastoral care. This policy details how the four fundamental British values—democracy, the rule of law, individual liberty, and mutual respect and tolerance—are actively promoted and taught across all year groups, from Nursery (age 3) to Year 6 (age 11), within our distinctive bilingual immersion context.

The school actively promotes fundamental British values, which underpin everything we do. Our ethos is grounded in kindness, respect, curiosity, integrity, intellectual endeavour, and resilience. We are committed to developing pupils who possess a global outlook, personal responsibility, moral integrity, mutual respect, and tolerance.

Our approach is further strengthened by our use of the **Jigsaw PSHE scheme**, which provides a comprehensive, mindful, and spiral curriculum that explicitly develops the knowledge, skills, and understanding underpinning all fundamental British values. **Jigsaw's six puzzle units—Being Me In My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me—are mapped across all year groups from Nursery to Year 6 and are delivered in both English and Mandarin, ensuring that values education is coherent, progressive, and linguistically immersive.**

The Five Fundamental British Values

The Department for Education defines the fundamental British values as:

1. Democracy
2. The Rule of Law
3. Individual Liberty
4. Mutual Respect
5. Tolerance of Those with Different Faiths and Beliefs

These values are not unique to Britain but represent universal aspirations of equality and fairness, fundamental to helping all children become compassionate, considerate adults who form part of a fair and equal society.

Our Unique Bilingual Immersion Approach to British Values

At Kensington Wade, our 50:50 dual language immersion model—where 50% of lessons are delivered in English and 50% in Mandarin—provides a distinctive framework for teaching British values. The bilingual, bicultural environment creates unique opportunities to explore these values through dual cultural perspectives.

The immersive model is not a programme layered onto a conventional curriculum—it is the curriculum itself. Mandarin and English are co-equal languages of thought, expression, and learning, woven through every subject and every day. This approach means British values are not taught as isolated topics but are explored, questioned, and reinforced across both linguistic and cultural contexts.

The Jigsaw PSHE scheme is delivered through this bilingual lens. Jigsaw's mindful approach—with its Calm Me sessions, Connect Us activities, and reflective practice—is conducted in both languages, allowing pupils to develop emotional literacy, social skills, and values understanding in English and Mandarin simultaneously. The scheme's explicit focus on democracy (e.g., Year 4 "Rights, responsibilities and democracy (school council)"; Year 5 "Democracy, having a voice, participating"; Year 6 "Democracy, having a voice"), the rule of law (e.g., "Rights and responsibilities," "Rewards and consequences," "Choices, consequences and rewards"), individual liberty (e.g., "Self-identity," "Choices," "Personal learning goals"), and mutual respect and tolerance (e.g., "Celebrating difference," "Cultural differences and how they can cause conflict," "Enjoying and respecting other cultures") provides a structured, progressive framework that is seamlessly integrated into our bilingual provision.

Our pupils develop what we call "conceptual transfer"—the capacity to detach an idea from the language in which it was first learned and reconstruct it in another. This cognitive skill is directly applied to values education. A child who understands the concept of fairness in both English and Mandarin, who can articulate why rules matter in both languages, has processed the concept through different cognitive systems, resulting in a deeper and more nuanced understanding.

The bilingual environment itself is a lived expression of mutual respect and tolerance. Pupils do not simply learn about difference—they experience it daily as they navigate between two languages, two educational traditions, and two cultural frameworks. This positions Kensington Wade pupils to develop authentic, embodied understanding of British values as they learn to move comfortably between cultures.

Triangulation of Evidence Framework

To ensure the rigorous and effective promotion of fundamental British values, Kensington Wade employs a triangulation of evidence model. This means that for each value, the school gathers and evaluates evidence from three distinct sources:

Evidence Source	Description	Methods
Where It Is Taught	The curriculum structures and pedagogical approaches through which values are explicitly and implicitly taught	Curriculum mapping, lesson observations, planning scrutiny, scheme of work

Evidence Source	Description	Methods
		analysis, Jigsaw PSHE curriculum maps and lesson plans
How It Is Promoted	The cultural, pastoral, and extracurricular systems that reinforce and embed values in daily school life	Ethos documentation, assemblies, displays, pupil voice, parent feedback, school events, Jigsaw whole-school assemblies and Calm Me/Connect Us routines
What Evidence Shows Understanding	The demonstrable outcomes that indicate pupils have internalised and can articulate the values	Pupil work, assessments, pupil interviews, learning walks, behaviour records, PSHE journals, Jigsaw assessment tasks and pupil self-assessments

This triangulation ensures that British values are not merely taught but are genuinely understood and lived by pupils. Evidence is gathered termly and reviewed annually by the Senior Leadership Team and Governing Body.

Teaching British Values by Key Stage with Triangulation Evidence

Early Years Foundation Stage: Nursery (Age 3) and Reception (Age 4-5)

In the Early Years, British values are not taught through formal lessons. Instead, they are implicitly embedded in the Early Years Foundation Stage framework and demonstrated through relationships, routines, and the learning environment. The values are made meaningful through everyday experiences appropriate to young children's understanding. **The Jigsaw PSHE scheme for Ages 3-5 provides a structured yet playful framework that introduces these concepts through age-appropriate stories, songs, and activities delivered in both English and Mandarin.**

Democracy: Making Decisions Together

Triangulation Element	Detail
Where It Is Taught	Circle time sessions (in English and Mandarin); free flow play decision-making; story time voting; role play area choices; PSHE circle discussions. Planning explicitly references EYFS PSED (Personal, Social and Emotional Development) goals linked to democracy. Jigsaw Ages 3-5 "Being Me In My World": Self-Identity, Understanding feelings, Being in a classroom, Being gentle, Rights and responsibilities.
How It Is Promoted	Daily routines include collaborative decision-making; visual choice boards in both languages; practitioners model turn-taking and listening; "our class rules" displays created with children; celebration of pupil choices in newsletters. Jigsaw "Connect Us" activities promote collaborative decision-making; "Calm Me" sessions develop listening and turn-taking.
Evidence of Understanding	Learning journals capture children articulating choices (in either language); practitioner observations record turn-taking and respecting others' views; photos/videos of voting activities; pupil voice records show children can express preferences and accept majority decisions; transition reports comment on decision-making development. Jigsaw assessment tasks and pupil self-assessments.

The Rule of Law: Understanding Rules Matter

Triangulation Element	Detail
Where It Is Taught	Daily routine discussions about rules and safety; class rule creation; "why we have rules" circle times; PSED sessions on right and wrong; safety rules taught in both languages during outdoor learning. Jigsaw Ages 3-5 "Being Me In My World": Rights and responsibilities; "Healthy Me": Safety; "Relationships": Falling out, Dealing with bullying.
How It Is Promoted	Consistent traffic light behaviour system across both language classrooms; visual rules displays in English and Mandarin; positive reinforcement systems; adults model following rules; consequences explained clearly and fairly; safety routines embedded in daily practice. Jigsaw "Calm Me" and "Connect Us" routines reinforce consistent expectations.
Evidence of Understanding	Behaviour records show consistent adherence to rules; observations record children explaining why rules exist; photos of children following safety rules; practitioner assessments against EYFS PSED goals; children can articulate simple rules in either language; reduced incidents over time. Jigsaw assessment tasks.

Individual Liberty: Freedom for All

Triangulation Element	Detail
Where It Is Taught	Free flow play with open-ended resources; choice of activities within boundaries; risk-taking opportunities in outdoor learning; art and creative expression; PSED sessions on feelings and self-knowledge. Jigsaw Ages 3-5 "Dreams and Goals": Challenges, Perseverance, Goal-setting, Overcoming obstacles, Seeking help; "Changing Me": Respecting my body, Growing up, Fun and fears.
How It Is Promoted	Classroom environments offer genuine choice; practitioners support without directing; praise for effort and attempts; safe risk-taking encouraged; children's work displayed prominently; bilingual resources ensure all children can access choices. Jigsaw "Calm Me" develops self-awareness and emotional regulation.
Evidence of Understanding	Learning journals show children making independent choices; observations record children attempting new challenges; photos of child-led activities; practitioner assessments of confidence and self-esteem; children can express preferences in either language; transition reports note independence. Jigsaw assessment tasks and pupil self-assessments.

Mutual Respect and Tolerance

Triangulation Element	Detail
Where It Is Taught	Stories from diverse cultures in both languages; celebration of British and Chinese festivals; discussions about similarities and differences; PSED sessions on kindness and sharing; exploration of families, faiths, and traditions. Jigsaw Ages 3-5 "Celebrating Difference": Identifying talents, Being special, Families, Where we live, Making friends, Standing up for yourself; "Relationships": Family life, Friendships, Being a good friend.
How It Is Promoted	Inclusive ethos explicitly stated; diverse resources in both languages; celebration of Chinese New Year, Mid-Autumn Festival, Christmas, Easter; visits and visitors from different communities; bilingual practitioners model respect for both cultures. Jigsaw "Connect Us" activities promote cooperative play across language groups.
Evidence of Understanding	Observations show children playing cooperatively across language groups; learning journals record cultural explorations; photos of festival celebrations; practitioner assessments against EYFS "Understanding the World" goals; children can name and respect differences; parent feedback confirms cultural appreciation at home. Jigsaw assessment tasks.

Key Stage 1: Years 1 and 2 (Ages 5-7)

In Key Stage 1, British values are integrated into daily learning, class discussions, and the PSHE curriculum. Children build upon the Early Years foundation, developing more explicit understanding of democratic principles, the rule of law, and individual rights and responsibilities. **The Jigsaw PSHE scheme for Ages 5-6 and Ages 6-7 provides a progressive, structured curriculum that explicitly develops these values through its six puzzle units, delivered in both English and Mandarin.**

Democracy

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum units on "Living in the Wider World"; circle time discussions (in English and Mandarin); school council election participation; class meetings; English and Mandarin lessons exploring fair decision-making through stories and non-fiction texts. Jigsaw Ages 5-6 "Being Me In My World": Feeling special and safe, Being part of a class, Rights and responsibilities, Rewards and feeling proud, Consequences, Owning the Learning Charter; Jigsaw Ages 6-7 "Being Me In My World": Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings.
How It Is Promoted	School council representatives elected democratically in each class; council has budget and genuine influence; annual pupil questionnaires; class rules created collaboratively; assemblies on democracy; displays showing democratic processes; bilingual celebration of pupil voice. Jigsaw "Connect Us" activities promote group decision-making and turn-taking.
Evidence of Understanding	School council minutes record pupil-raised issues and outcomes; pupil questionnaires show children feel heard; class meeting records document decisions made; pupil interviews reveal understanding of voting and fairness; writing in English and Mandarin explains why democracy matters; teacher assessments against PSHE learning objectives. Jigsaw assessment tasks and pupil self-assessments.

The Rule of Law

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum units on rules and laws; assemblies on rule of law; visits from Police and Fire Service; English and Mandarin lessons exploring rules in stories; philosophy discussions (simple format) on fairness; RE lessons on rules across faiths. Jigsaw Ages 5-6 "Being Me In My World": Rights and responsibilities, Rewards and feeling proud, Consequences,

Triangulation Element	Detail
	Owning the Learning Charter; Jigsaw Ages 6-7 "Being Me In My World": Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Choices.
How It Is Promoted	Consistent behaviour policy applied fairly; class rules displayed in both languages; rewards and sanctions system understood by all; visits from authorities; safety rules reinforced in both languages; celebration of pupils following rules; restorative conversations when rules are broken. Jigsaw "Calm Me" and "Connect Us" routines reinforce consistent expectations.
Evidence of Understanding	Behaviour records show consistency; pupil interviews reveal children can explain why rules matter; writing in either language explains rules and consequences; pupil questionnaires show children feel safe and understand expectations; teacher assessments against PSHE objectives; reduced behaviour incidents over time. Jigsaw assessment tasks.

Individual Liberty

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum on choices and safety; lessons on personal responsibility; English and Mandarin comprehension texts exploring individual choices; boundary-setting discussions in both languages; child-led inquiry projects. Jigsaw Ages 5-6 "Dreams and Goals": Setting goals, Identifying successes and achievements, Learning styles, Tackling new challenges, Identifying and overcoming obstacles, Feelings of success; "Healthy Me": Keeping myself healthy, Healthier lifestyle choices, Being safe; Jigsaw Ages 6-7 "Dreams and Goals": Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group co-operation, Contributing to and sharing knowledge; "Healthy Me": Motivation, Healthier choices, Relaxation.
How It Is Promoted	Genuine choices offered in learning; safe risk-taking encouraged; independent work supported in both languages; praise for effort and resilience; displays celebrate individual achievement; pupil leadership opportunities (monitors, buddies); bilingual resources ensure all pupils can exercise choice. Jigsaw "Calm Me" develops self-awareness and emotional regulation.
Evidence of Understanding	Pupil interviews reveal children can make and justify choices; teacher observations record independent learning; PSHE journals record reflections on choices; pupil work demonstrates independent thinking in both languages; reduced reliance on adult support over time; parent feedback on growing independence. Jigsaw assessment tasks and pupil self-assessments.

Mutual Respect and Tolerance

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum on similarities and differences; RE lessons on major world faiths; English and Mandarin lessons analysing diverse texts and perspectives; history lessons examining British and Chinese history in parallel; geography lessons exploring Chinese and British landscapes and communities. Jigsaw Ages 5-6 "Celebrating Difference": Similarities and differences, Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone; "Relationships": Belonging to a family, Making friends/being a good friend, People who help us, Qualities as a friend and person, Celebrating special relationships; Jigsaw Ages 6-7 "Celebrating Difference": Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new friends, Celebrating difference and remaining friends;

Triangulation Element	Detail
	"Relationships": Different types of family, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships.
How It Is Promoted	Diverse resources in both languages; celebration of British and Chinese festivals; visits to places of worship (churches, mosques, temples); visitors from different faith communities; anti-bullying policy consistently enforced; restorative conversations; assemblies celebrating diversity; bilingual displays; charity work supporting diverse communities; House system promoting collaboration across year groups. Jigsaw "Connect Us" activities promote cooperative play across language groups.
Evidence of Understanding	Pupil interviews demonstrating genuine respect for difference; pupil questionnaires showing high levels of tolerance; RE assessments showing knowledge of multiple faiths; writing in either language comparing British and Chinese cultural traditions; Philosophy and Ethics written work on tolerance; reduced prejudicial incidents; parent feedback confirming inclusive attitudes; pupil-led diversity initiatives. Jigsaw assessment tasks.

Lower Key Stage 2: Years 3 and 4 (Ages 7-9)

In Lower Key Stage 2, British values are explored with increasing depth and sophistication. Pupils engage with more complex concepts of democracy, justice, liberty, and diversity, and are expected to articulate their understanding with reasoned argument in both English and Mandarin. **The Jigsaw PSHE scheme for Ages 7-8 and Ages 8-9 provides a rich, structured curriculum that explicitly develops these values through its six puzzle units, delivered in both languages.**

Democracy

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum units on rules, laws, and rights; Philosophy and Ethics curriculum exploring ethical dilemmas; English and Mandarin lessons analysing legal texts and justice-themed literature; history lessons on the development of British law; RE lessons on religious law and British law. Jigsaw Ages 7-8 "Being Me In My World": Setting personal goals, Self-identity and worth, Positivity in challenges, Rules, rights and responsibilities, Rewards and consequences, Responsible choices, Seeing things from others' perspectives; Jigsaw Ages 8-9 "Being Me In My World": Being part of a class team, Being a school citizen, Rights, responsibilities and democracy (school

Triangulation Element	Detail
	council), Rewards and consequences, Group decision-making, Having a voice, What motivates behaviour.
How It Is Promoted	Consistent behaviour policy; assemblies on rule of law; visits from Police, magistrates, and legal professionals; mock trials and debates in both languages; restorative justice approaches; celebration of pupils demonstrating integrity; displays explaining laws and rights; bilingual exploration of legal concepts. Jigsaw "Connect Us" activities promote group decision-making and democratic participation.
Evidence of Understanding	Philosophy and Ethics written work exploring legal and ethical concepts in both languages; PSHE assessments on rights and responsibilities; debate records showing reasoned argument; pupil interviews demonstrating understanding of why laws exist; behaviour records showing consistent adherence; writing explaining the difference between rules and laws; pupil work on religious law vs. British law. Jigsaw assessment tasks and pupil self-assessments.

The Rule of Law

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum units on rules, laws, and rights; Philosophy and Ethics curriculum exploring ethical dilemmas ("is it ever right to steal?"), "how does religious law challenge British law?"; English and Mandarin lessons analysing legal texts and justice-themed literature; history lessons on the development of British law; RE lessons on religious law and British law. Jigsaw Ages 7-8 "Being Me In My World": Rules, rights and responsibilities, Rewards and consequences, Responsible choices; Jigsaw Ages 8-9 "Being Me In My World": Rights, responsibilities and democracy (school council), Rewards and consequences, Group decision-making, Having a voice.
How It Is Promoted	Consistent behaviour policy; assemblies on rule of law; visits from Police, magistrates, and legal professionals; mock trials and debates in both languages; restorative justice approaches; celebration of pupils demonstrating integrity; displays explaining laws and rights; bilingual exploration of legal concepts. Jigsaw "Calm Me" and "Connect Us" routines reinforce consistent expectations.
Evidence of Understanding	Philosophy and Ethics written work exploring legal and ethical concepts in both languages; PSHE assessments on rights and responsibilities; debate records showing reasoned argument; pupil interviews demonstrating understanding of why laws exist; behaviour records showing consistent adherence; writing explaining the difference

Triangulation Element	Detail
	between rules and laws; pupil work on religious law vs. British law. Jigsaw assessment tasks.

Individual Liberty

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum on choices, safety, and responsibility; Philosophy for Children sessions on freedom and responsibility; English and Mandarin lessons exploring individual liberty through literature and non-fiction; history lessons on the struggle for rights and freedoms; lessons on online safety and digital citizenship. Jigsaw Ages 7-8 "Dreams and Goals": Difficult challenges and achieving success, Dreams and ambitions, New challenges, Motivation and enthusiasm, Recognising and trying to overcome obstacles, Evaluating learning processes, Managing feelings, Simple budgeting; "Healthy Me": Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe and why it's important online and off line scenarios, Respect for myself and others, Healthy and safe choices; Jigsaw Ages 8-9 "Dreams and Goals": Hopes and dreams, Overcoming disappointment, Creating new, realistic dreams, Achieving goals, Working in a group, Celebrating contributions, Resilience, Positive attitudes; "Healthy Me": Healthier friendships, Group dynamics, Smoking, Alcohol, Assertiveness, Peer pressure, Celebrating inner strength.
How It Is Promoted	Genuine choices in learning; leadership opportunities (House Captains, monitors, buddies, peer mentors); independent project work; safe risk-taking encouraged; high-challenge, low-threat environment; pupil-led initiatives; bilingual resources supporting independent learning; celebration of intellectual risk-taking. Jigsaw "Calm Me" develops self-awareness and emotional regulation.
Evidence of Understanding	Pupil interviews demonstrating understanding of rights and responsibilities; PSHE journals recording reflections on choices; independent project work; leadership role records; writing in English and Mandarin on freedom and responsibility; pupil questionnaires showing confidence and independence; reduced reliance on adult direction. Jigsaw assessment tasks and pupil self-assessments.

Mutual Respect and Tolerance

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum on diversity, prejudice, and discrimination; RE lessons on major world faiths; Philosophy and Ethics sessions on respect and tolerance; English and Mandarin lessons analysing diverse texts and perspectives; history lessons examining British and Chinese history in parallel; geography lessons exploring Chinese and British landscapes and communities. Jigsaw Ages 7-8 "Celebrating Difference": Families and their differences, Family conflict and how to manage it (child-centred), Witnessing bullying and how to solve it, Recognising how words can be hurtful, Giving and receiving compliments; "Relationships": Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help, Being a global citizen, Being aware of how my choices affect others, Awareness of how other children have different lives, Expressing appreciation for family and friends; Jigsaw Ages 8-9 "Celebrating Difference": Challenging assumptions, Judging by appearance, Accepting self and others, Understanding influences, Understanding bullying, Problem-solving, Identifying how special and unique everyone is, First impressions; "Relationships": Jealousy, Love and loss, Memories of loved ones, Getting on and falling out, Girlfriends and boyfriends, Showing appreciation to people and animals.
How It Is Promoted	Diverse resources in both languages; celebration of British and Chinese festivals; visits to places of worship (churches, mosques, temples); visitors from different faith communities; anti-bullying policy consistently enforced; restorative conversations; assemblies celebrating diversity; bilingual displays; charity work supporting diverse communities; House system promoting collaboration across year groups. Jigsaw "Connect Us" activities promote cooperative learning across language groups.
Evidence of Understanding	Pupil interviews demonstrating genuine respect for difference; pupil questionnaires showing high levels of tolerance; RE assessments showing knowledge of multiple faiths; writing in either language comparing British and Chinese cultural traditions; Philosophy and Ethics written work on tolerance; reduced prejudicial incidents; parent feedback confirming inclusive attitudes; pupil-led diversity initiatives. Jigsaw assessment tasks.

Upper Key Stage 2: Years 5 and 6 (Ages 9-11)

In Upper Key Stage 2, British values are explored with the highest level of sophistication appropriate to primary-aged pupils. Pupils engage critically with concepts of democracy, justice, liberty, and diversity, and are expected to articulate their understanding with reasoned argument, both orally and in writing, in English and Mandarin. **The Jigsaw PSHE**

scheme for Ages 9-10 and Ages 10-11 provides a rigorous, structured curriculum that explicitly develops these values through its six puzzle units, delivered in both languages.

Democracy

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum units on the development of democracy; geography lessons on different governance systems. Jigsaw Ages 9-10 "Being Me In My World": Planning the forthcoming year, Rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating; Jigsaw Ages 10-11 "Being Me In My World": Identifying goals for the year, Global citizenship, Children's universal rights, Feeling welcome and valued, Choices, consequences and rewards, Group dynamics, Democracy, having a voice, Anti-social behaviour, Role-modelling.
How It Is Promoted	Annual charity nomination and whole-school vote; House Captain elections in Year 6 with speeches; School Council with budget and genuine influence; pupil questionnaires and feedback loops; assemblies on democratic principles; mock elections during general elections; bilingual displays of democratic processes; visits from local councillors/MPs. Jigsaw "Connect Us" activities promote group decision-making and democratic participation.
Evidence of Understanding	House Captain speeches and election records; charity vote records showing pupil choice; School Council minutes documenting pupil-led change; PSHE assessments showing understanding of democratic structures; persuasive writing in English and Mandarin; pupil interviews demonstrating sophisticated understanding of democracy; Philosophy for Children session records; writing comparing democratic systems. Jigsaw assessment tasks and pupil self-assessments.

The Rule of Law

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum units on rules, laws, and rights; Philosophy and Ethics curriculum exploring ethical dilemmas ("is it ever right to steal?"), "how does religious law challenge British law?"; English and Mandarin lessons analysing legal texts and justice-themed literature; history lessons on the development of British law; RE lessons on religious law and British law. Jigsaw Ages 9-10 "Being Me In My World": Rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating; Jigsaw Ages 10-11 "Being Me In My World": Children's universal rights, Choices, consequences and rewards, Anti-social behaviour, Role-modelling; "Healthy Me": Taking personal responsibility, How

Triangulation Element	Detail
	substances affect the body, Exploitation, including 'county lines' and gang culture.
How It Is Promoted	Consistent behaviour policy; assemblies on rule of law; visits from Police, magistrates, and legal professionals; mock trials and debates in both languages; restorative justice approaches; celebration of pupils demonstrating integrity; displays explaining laws and rights; bilingual exploration of legal concepts. Jigsaw "Calm Me" and "Connect Us" routines reinforce consistent expectations.
Evidence of Understanding	Philosophy and Ethics written work exploring legal and ethical concepts in both languages; PSHE assessments on rights and responsibilities; debate records showing reasoned argument; pupil interviews demonstrating understanding of why laws exist; behaviour records showing consistent adherence; writing explaining the difference between rules and laws; pupil work on religious law vs. British law. Jigsaw assessment tasks.

Individual Liberty

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum on choices, safety, and responsibility; Philosophy for Children sessions on freedom and responsibility; English and Mandarin lessons exploring individual liberty through literature and non-fiction; history lessons on the struggle for rights and freedoms; lessons on online safety and digital citizenship. Jigsaw Ages 9-10 "Dreams and Goals": Future dreams, The importance of money, Jobs and careers, Dream jobs and how to get there, Goals in different cultures, Supporting others (charity), Motivation; "Healthy Me": Smoking, including vaping, Alcohol, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour; "Changing Me": Self- and body image, Influence of online and media on body image, Puberty for girls, Puberty for boys, Conception (including IVF), Growing responsibility, Coping with change, Preparing for transition; Jigsaw Ages 10-11 "Dreams and Goals": Personal learning goals, in and out of school, Success criteria, Emotions in success, Making a difference in the world, Motivation, Recognising achievements, Compliments; "Healthy Me": Taking personal responsibility, How substances affect the body, Exploitation, including 'country lines' and gang culture, Emotional and mental health, Managing stress; "Changing Me": Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Setting, Transition.
How It Is Promoted	Genuine choices in learning; leadership opportunities (House Captains, monitors, buddies, peer mentors); independent project work; safe risk-taking encouraged; high-challenge, low-threat environment; pupil-led initiatives; bilingual resources supporting independent learning; celebration of intellectual risk-taking. Jigsaw "Calm Me" develops self-awareness and emotional regulation.
Evidence of Understanding	Pupil interviews demonstrating understanding of rights and responsibilities; PSHE journals recording reflections on choices; independent project work; leadership role records; writing in English and Mandarin on freedom and responsibility; pupil questionnaires showing confidence and independence; reduced reliance on adult direction. Jigsaw assessment tasks and pupil self-assessments.

Mutual Respect and Tolerance

Triangulation Element	Detail
Where It Is Taught	PSHE curriculum on diversity, prejudice, and discrimination; RE lessons on major world faiths; Philosophy and Ethics sessions on respect and tolerance; English and Mandarin lessons analysing diverse texts and perspectives; history lessons examining British and Chinese history in parallel; geography lessons exploring Chinese and British landscapes and communities. Jigsaw Ages 9-10 "Celebrating Difference": Cultural differences and how they can cause conflict, Racism, Rumours and name-calling, Types of bullying, Material wealth and happiness, Enjoying and respecting other cultures; "Relationships": Self-recognition and self-worth, Building self-esteem, Safe online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming, SMART Internet safety rules; Jigsaw Ages 10-11 "Celebrating Difference": Perceptions of normality, Understanding disability, Power struggles, Understanding bullying, Inclusion/exclusion, Differences as conflict, difference as celebration, Empathy; "Relationships": Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Use, Technology safety, Use.
How It Is Promoted	Diverse resources in both languages; celebration of British and Chinese festivals; visits to places of worship (churches, mosques, temples); visitors from different faith communities; anti-bullying policy consistently enforced; restorative conversations; assemblies celebrating diversity; bilingual displays; charity work supporting diverse communities; House system promoting collaboration across year groups. Jigsaw "Connect Us" activities promote cooperative learning across language groups.
Evidence of Understanding	Pupil interviews demonstrating genuine respect for difference; pupil questionnaires showing high levels of tolerance; RE assessments showing knowledge of multiple faiths; writing in either language comparing British and Chinese cultural traditions; Philosophy and Ethics written work on tolerance; reduced prejudicial incidents; parent feedback confirming inclusive attitudes; pupil-led diversity initiatives. Jigsaw assessment tasks.

Whole-School Approaches with Triangulation

Beyond classroom teaching, fundamental British values are promoted through whole-school systems. The triangulation of evidence model applies across all these approaches. **The Jigsaw PSHE scheme is embedded within these whole-school approaches, with its Calm Me, Connect Us, and assembly materials used to reinforce values across the school community in both English and Mandarin.**

Whole-School Approach	Where Taught	How Promoted	Evidence of Understanding
Assemblies	Weekly assemblies (in English and Mandarin) explore democracy, rule of law, liberty, respect, and tolerance; balanced presentation of opposing viewpoints where political issues discussed. Jigsaw whole-school assembly materials link to puzzle units.	Assemblies planned termly with explicit values links; pupil-led assemblies; celebration of values in action; bilingual delivery. Jigsaw "Connect Us" and "Calm Me" routines used in assemblies.	Assembly records; pupil feedback; pupil interviews referencing assembly themes; writing responding to assembly content. Jigsaw assessment tasks.
School Council	Pupil-led meetings (Years 1-6); council members elected democratically; budget management; issue-raising from class meetings. Jigsaw "Being Me In My World" units on democracy and having a voice.	Council has genuine influence; minutes shared with SLT; feedback to classes; bilingual participation supported. Jigsaw "Connect Us" activities promote democratic participation.	Council minutes; records of changes made; pupil interviews; questionnaires showing pupils feel heard. Jigsaw assessment tasks.
House System	House activities and competitions; House Captain elections in Year 6; collaborative projects across year groups.	House points celebrate values; House Captains lead by example; inter-house collaboration; bilingual House events.	House point records; House Captain speeches; pupil feedback on House activities; observations of collaboration.
Charity Voting	Annual whole-school charity nomination and vote; pupils research and present cases; democratic decision-making. Jigsaw "Dreams and Goals" units on supporting others (charity).	Pupils and families nominate; whole-school votes; fundraising driven by pupil choice; reflection on charitable impact. Jigsaw "Connect Us" activities promote collective decision-making.	Vote records; charity presentations; fundraising totals; pupil reflection on why charity matters. Jigsaw assessment tasks.

Whole-School Approach	Where Taught	How Promoted	Evidence of Understanding
Cultural Celebrations	Chinese New Year, Dragon Boat Festival, Mid-Autumn Festival, Christmas, Easter, Diwali, Eid, and other festivals explored through curriculum and celebration. Jigsaw "Celebrating Difference" units on enjoying and respecting other cultures.	Whole-school celebrations; bilingual resources; parent involvement; community visitors; displays in both languages. Jigsaw "Connect Us" activities promote cultural exchange.	Photos and videos of celebrations; pupil work on festivals; pupil interviews demonstrating knowledge and respect; parent feedback. Jigsaw assessment tasks.
Philosophy and Ethics	Key Stage 2 lessons exploring ethical dilemmas, laws, rights, responsibilities, and tolerance. Jigsaw "Celebrating Difference" and "Relationships" units on empathy, power, and control.	Critical reasoning developed; bilingual discussion; written reflection; debate and role play. Jigsaw "Calm Me" develops reflective thinking.	Written work in English and Mandarin; debate records; pupil interviews showing reasoned thinking; teacher assessments. Jigsaw assessment tasks.
Behaviour Policy	Rules and expectations taught explicitly; restorative conversations; rewards and sanctions explained. Jigsaw "Being Me In My World" units on rights, responsibilities, rewards, and consequences.	Consistent application; visual displays; bilingual communication; celebration of positive behaviour. Jigsaw "Calm Me" and "Connect Us" routines reinforce expectations.	Behaviour records; pupil interviews explaining rules; reduced incidents; parent feedback; restorative conversation records. Jigsaw assessment tasks.
Pupil Voice	Questionnaires; interviews; class meetings; School Council; suggestion boxes. Jigsaw "Being Me In My World"	Pupils consulted on school development; feedback acted upon and communicated; bilingual surveys. Jigsaw "Connect Us"	Questionnaire results; action plans showing pupil-led change; pupil interviews; feedback to pupils on their

Whole-School Approach	Where Taught	How Promoted	Evidence of Understanding
	units on having a voice and democracy.	activities promote pupil voice.	input. Jigsaw assessment tasks.

The Bilingual Context as a Vehicle for British Values

The unique position of Kensington Wade as the only school in Western Europe providing immersive bilingual Mandarin and English education from nursery to prep school creates distinctive opportunities for promoting British values. **The Jigsaw PSHE scheme, delivered in both languages, is a key vehicle for this.**

Democracy is enriched as pupils learn to participate in decision-making across two linguistic and cultural contexts, developing understanding that democratic principles transcend language. Evidence includes pupil council participation in both languages, bilingual writing on democratic concepts, and pupil interviews demonstrating understanding of democracy across cultures. **Jigsaw "Being Me In My World" units on democracy, having a voice, and participating are delivered in both languages.**

The Rule of Law gains depth as pupils consider how rules and laws function in different societies, exploring both British legal traditions and Chinese philosophical approaches to order and governance. Evidence includes Philosophy and Ethics work in both languages, debate records, and pupil writing on legal concepts. **Jigsaw "Being Me In My World" units on rights, responsibilities, rewards, and consequences are delivered in both languages.**

Individual Liberty is actively developed through the bilingual model itself: pupils must develop the confidence and independence to express themselves authentically in two languages, taking intellectual risks daily. Evidence includes increasing independence in both languages, pupil resilience records, and work demonstrating intellectual risk-taking. **Jigsaw "Dreams and Goals," "Healthy Me," and "Changing Me" units on goal-setting, resilience, responsibility, and self-image are delivered in both languages.**

Mutual Respect is not merely taught but lived. Children who move fluidly between English and Mandarin classrooms, between British and Chinese educational traditions, develop embodied understanding that difference is not a barrier but a source of richness. Evidence includes observations of cross-language collaboration, pupil interviews demonstrating bicultural respect, and writing comparing British and Chinese traditions. **Jigsaw "Celebrating Difference" and "Relationships" units on diversity, empathy, and respect are delivered in both languages.**

Tolerance is deepened through genuine bicultural competence. Pupils do not simply learn about Chinese culture from a distance—they learn through Chinese, engaging with Chinese teachers, traditions, and ways of thinking as co-equal parts of their educational experience. Evidence includes pupil work demonstrating deep cultural knowledge, RE assessments, and pupil interviews showing genuine tolerance. **Jigsaw "Celebrating Difference" units on enjoying and respecting other cultures, challenging assumptions, and understanding disability are delivered in both languages.**

This approach aligns with our school's aim to develop pupils with "an appreciation of and respect for their own and other cultures—in particular, the traditions and culture of China" and our commitment to "further tolerance and harmony between different cultural traditions."

Monitoring and Evaluation

The promotion of fundamental British values is monitored through:

- **Termly curriculum reviews** ensuring values are mapped across all subjects in both languages
- **Annual policy review** by SLT and Governing Body
- **Learning walks** focused on values promotion
- **Pupil interviews** and questionnaires gathering evidence of understanding
- **Parent surveys** gathering feedback on ethos and values
- **Behaviour and incident data** analysed for patterns relating to values
- **School Council feedback** on pupil experience of democracy
- **Governor monitoring visits** with values focus

Evidence gathered through the triangulation framework is collated annually into a British Values Evidence File, reviewed by the SLT and Governing Body.

Policy Review

This policy will be reviewed every two years by the Head, Senior Leadership Team, and Governing Body. It should be read in conjunction with the following school policies: PSHE Policy, Behaviour Policy, Safeguarding Policy, Equality and Diversity Policy, and Curriculum Policy.

Kensington Wade

Fundamental British Values Policy

Date of last review: September 2026

Date of next review: September 2027